Module 3- References

References in Alphabetical Order

Abbitt, J. (2010). A case study investigation of student use of technology tools in a collaborative learning project. *Journal of Technology Integration in the Classroom*, 2 (1), 5-14. Retrieved from Education Research Complete database.

This case study looks at collaboration with technology tools by college students on a project. The students developed a web-based math book collaboratively that could be used in an actual high school math class. They used a wiki to organize and test the book. Students had to research and collect individual data, collaborate about the content and compilation as they created the book.

Though this study was done with students in college, it shows how motivation collaboration can be and how important it is for the educator to set up clear goals and organized expectations. It was interesting to note that in the evaluation section, the students preferred email for communication rather than discussions in the wiki and our project deals with the use of email.

Graham, E. (2013, August 15). *National Education Association.* Retrieved from Using Smartphones in the Classroom: <http://www.nea.org/tools/56274.htm>

This article is about a real-life veteran teacher who has spent years working to transition his classrooms into a collaborative room where smart phones and mobile devices are the major technologies used as student learn about history. This teacher has pointers for those educators with zero-tolerance policies where phones in class are concerned and stresses that the main way to ensure that the devices are being used for educational purposes. He claims that changing the classroom dynamic from lecturing to a classroom with no front allowing the teacher to facilitate and oversee work as students stay on task. It’s all about adapting and changing to create a successful classroom that works for the current world environment.

The article has many sites linked that would be helpful for our project and that would work with email and with smartphones and personal devices. This article talks about using remind101 to keep the kids organized with due dates and reminders, and different safe sites for wikis for storing information that has been compiled collaboratively.

Judd, T., Kennedy, G., & Cropper, S. (2010). Using wikis for collaborative learning: Assessing collaboration through contribution. *Australian Journal of Educational Technology, 26*(3), 341-354. Retrieved Education Research Complete database.

The researchers look at wikis in the collaboration for various projects. They tracked the student behavior as learners collaborated through the wikis and the findings were that the individual students did appear to become involved in the collaboration as contributors and appeared to be motivated through different assignments. Thought they were looking at the wikis, the major topic turned out to be facilitation and collaboration and the way it could be set up and organized. The researchers also claimed that the wiki itself promoted collaboration, however the way it was organized and facilitated by the educator contributed more to the actual success of the learning and collaboration.

This research is important to our project because it shows how motivating successful collaboration can be, however at the same time, it reminds the educator of the importance of how to set up the lessons for collaboration because in some cases the set up or the actual lesson plan can create barriers rather than fostering collaboration. Goal setting and desired outcomes, in addition to basic ground rules will go a long way in promoting successful collaborative learning and this research supports that fact.

M.B. Tinzmann, B.F. Jones, T.F. Fennimore, J. Bakker, C. Fine, and J. Pierce. NCREL, Oak

Brook, 1990

This article discusses basic characteristics found in successful collaborative classrooms: flexible relationships between teachers and students, new approaches to instruction, and composition of the collaborative classroom. New and multiple perspectives on issues and representations are discussed. The authors talk about the opportunities for students to participate in self-regulated learning and relate this to motivation for learning.  The teacher’s approach to instruction changes as the instructor becomes a mediator and creates a classroom that allows students to hold maximum responsibility for learning. Classroom control, time management and individual student differences are discussed as challenges and conflicts.

This information could be helpful for our project organization because it discusses different methods for implementation such as scaffolding and connecting as the project is developed and introduced. Methods for modeling and application are discussed and would also be supportive for our learning community project.

Palloff, R., & Pratt, K. (2005). Collaborating online. San Francisco, CA

This book provides educators with direction and strategies for fostering student engagement through collaboration. The importance of learning outcomes, clear directions for completion, assessment, reflection opportunities, and learning cycles are discussed in detail. Using technology for collaboration, virtual teaming, and non-traditional methods for learning are an integral part of this book and the advise and examples are extremely helpful. In addition to the writing, the book shares quite a few resources for case studies, articles, and other resources as part of its composition. “ This book helps education professionals improve the practice of online teaching and learning by providing concise, practical resources focused on particular areas or issues they might confront in this new learning environment” (Palloff & Pratt, 2005).

This book will be a great benefit to our group as we work toward setting up our project, establishing learning goals and directions, assessment methods through collaboration, collaboration rubrics, and feedback guidelines for collaborative learning, designs and challenges and application of team practices. Our project involves learning about other cultures and environments through online collaboration and many sections of this book will be useful in this endeavor.

Purcell, K., Heaps, A., Buchanan, J., & Friedrich, L. (2013, February 28). *How Teachers Are Using Technology at Home and in Their Classrooms.* Retrieved from Pew Internet and American Life Project: http://www.pewinternet.org/Reports/2013/Teachers-and-technology/Methodology.aspx

This study examined teacher perceptions of the positive and negative impacts of using technology for professional learning and for teaching. The impacts of using digital technologies with students and how digital technologies are incorporated into classroom pedagogy is a big part of the study. The study found that online information gathering was at the top of the list for most of the teachers and students as the part of the background survey at the beginning of the research. Email was also listed as part of the online information gathering process, along with social networking, consuming videos and online products, texting, and engaging with online resources. The survey did find that teachers felt that using digital technologies in their classrooms and allowing students to use their personal devices helped them in their teaching. At the same time, the procedures bring new challenges and drive them out of the traditional classroom methodology.

This research can be helpful in our project because many of the practices used in the study give some great examples of what has gone wrong along with some good advice for how to prepare and resolve some of the issues. One of the major issues noted was around the digital divide, depending on the wealth of the school itself, and some ways teachers dealt with this, making it a non-issue. The mindset of teachers was discussed and had some good advice for how we can make sure that our own opinions and concerns are not an issue when we implement the type of project our learning community has in store.

Richardson, W. (2008, 12 3). *World Without Walls: Learning Well With Others.* Retrieved from Edutopia: http://www.edutopia.org/collaboration-age-technology-will-richardson

This article discusses the ways that students of all ages can learn and collaborate successfully, creating the need for something other than the “linear, age-grouped, teacher-guided curriculum”(Richardson, 2008). The author claims that collaborating with others from around the world, including those we may never meet, is actually becoming a normal occurrence, instead of an exception. Instead of being handed curricula, students are co-creating, solving problems, and most importantly, sharing knowledge gained from each other. Richardson suggests that teachers focus more on teaching students how to connect rather than trying to teach them all of the content. In addition to teaching the student to connect, we must make sure to maintain a balance between the face-to-face and the virtual lives.

This article has many helpful examples of collaborative projects, sites, and tips for success that will be extremely useful in our learning community project. We can learn much from these examples as they contain the good and the bad, along with tips for successful implementation. In addition, there are links to sites that will help us sift through for the most relevant and safe sites for use. There are helpful sites linked that will help us show our students how to search for bloggers who share this passion for collaboration and ways we can model this new technology in our own classrooms.

Best Sources: Karen Wagoner

I found Education Research Complete and Edutopia to be useful resources for this project that our learning community is doing and for use in my own classroom. There were so many useful links in the Edutopia article that I found myself getting sidetracked and off topic because of the fun in discovering new ways to implement some technology collaboration in my own room. Also, I enjoy reading the blogs and comments that often accompany some of these articles.